

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of March 31-April 4, 2014

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: <b>Abalone &amp; The Sea</b>
	<u>Spelling: Vowel a, ea, ei, ey, eigh</u>		<b>How Tortoise Got Its Shell</b>
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts # 51-52 titled:</u>		on KWL; finish a story map;
A	<b>The Lizard; Sun</b>		Genre study & Guided Rdg. Group
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<u>Oral Language/ News Book</u>		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing,</b>
	<u>Trustworthiness</u>		<b>CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Why Frog Sings</b>
E	<u>Spelling:Vowel a, ea, ei, ey, eigh</u>		<b>at Night; Reptiles</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #51-52 Titled:</u>		characters; settings, sequence
A	<b>The Lizard; Sun</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<u>Character Education word:</u>		<b>Someone, Listen to Reading, Word</b>
	<u>Trustworthiness</u>		<b>Works, Work on Writing, CAFE Comp.</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>Abalone &amp; The Sea; Tortoise</b>
D	<u>Spelling: Vowel e, ea, ei, ey, eigh</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -# 51-52 titled:</u>		Describe how setting is
D	<b>The Lizard; Sun</b>		conveyed & similarities. <b>Daily 5: Read</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>to Self;Read to Someone,Listen</b>
Y	Character Education word:		<b>to Reading, Word Works, Work</b>
	<u>Trustworthiness</u>		<b>on Writing. CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>Tree Frog Sings at Night; Reptiles</b>
U	<u>Spelling- Vowel e, ea, ei, ey, eigh</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 51-52 Titled:</u>		the author's message of the story.
D	<b>The Lizard; Sun</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	Character Education word:		<b>Works, Work on Writing,</b>
	<u>Trustworthiness</u>		<b>CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 -P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Abalone &amp; The Sea; Tortoise</b>
R	<u>Spelling: vowel e, ea, ei, ey, eigh</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #51-52 Titled:		complete, coherent sentences.
A	The Lizard; Sun		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing,
	Trustworthiness		CAFE Components

	<b>CURRICULUM OBJECTIVES:</b>	
<u>Math Objective:</u> Students will learn how to work with fractions		
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly	
<u>Spelling Objectives -</u>	Vowels e, ea, ei, ey, eigh	
<u>Oral Language Objective:</u> Practice Speaking and listening skills.		
<u>Science Objective:</u> Students will understand about changes on earth.		
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each student		
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart		
<u>Explicit Oral Language Objective:</u> Oral reading and discussion using poetry books and News Books		
<u>Weekly Reader Objective:</u> students learning about earth changes		
<u>Social Studies -</u> Students will learn about traditions from other countries for the holidays.		
	<b>STATE STANDARDS:</b>	
<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend	
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.	
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social studies	
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.	
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.	
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships	
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.	
	<b>COMMON CORE STANDARDS:</b>	
<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss	
<u>Mathematics:</u>	Extend understanding of base ten system; understand models of addition and subtraction	
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss	
<u>Writing</u>	Write opinion pieces in which they introduce the topic or book they are writing about	
<u>Speaking and Listening</u>	Participate in collaborative conversations with diverse partners and 2nd grade	
<u>Language Arts</u>	Participate in collaborative conversations with diverse partners and 2nd grade	
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning	
<u>Technology Standards</u>	Select from several teacher-directed internet sites to locate information	
<u>Social Studies -</u>	Analyze US historical eras to determine connections and cause and effect	
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking	

<b><u>Handwriting</u></b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b><u>SSR/Silent Reading</u></b> <u>12:35-12:55</u>	<b><u>Successmaker</u></b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab.
<b><u>Handwriting</u></b> 11:30-11:40 Pg68-70 Students will be working on vertical & horizontal lines.  Read Aloud Poems	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b><u>SSR/Silent Reading</u></b> <u>12:35-12:55</u>	<b><u>Successmaker</u></b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab.
<b><u>Handwriting</u></b> 11:30-11:40 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b><u>SSR/Silent Reading</u></b> <u>12:35-12:55</u>	<b><u>Successmaker</u></b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab.
<b><u>Handwriting</u></b> 11:30-11:40 Pages 72-74 Students will be writing with upper & lower case letters. Read Aloud Poems with Skill Bldg.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b><u>SSR/Silent Reading</u></b> <u>12:35-12:55</u>	<b><u>Successmaker</u></b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab.
<b><u>Handwriting</u></b> 11:30-11:40 Explicit Oral Language on various	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b><u>SSR/Silent Reading</u></b> <u>12:35-12:55</u>	<b><u>Successmaker</u></b> <u>12:55-1:15</u> Self-paced interactive courseware

current topics.				in content areas of reading and math in the computer lab.
Read Aloud Poems with Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
ial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels				
Telling time on a clock				
tinguish long and short vowels				
ig				
lers				
lers				

<b>Math</b> <b>1:15-2:00</b> Pg. 379-380. Students will be learning about ways to work with fractions and solve problems from words. <b>Problem of the Day</b> Mad Minute Tests; CGI Problems <b>Flash card drill of addition facts</b> <b>Students will use algebra concepts to solve equations.</b>	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> <b>2:15-2:30</b> Students will be composing various stories to enhance the import. of learning writing skills.	<b>Shared Rdg/Spell.</b> <b>Rhyme Charts/RTI</b> <b>2:30-3:00</b> Involved sharing of spelling & rhyme charts and books. RTI - Word Woks a word search of spelling list words <b>The Lizard Sun</b>	<b>Science /S.Studies</b> <b>Weekly Reader/JA</b> <b>3:00-3:25</b> Science - Pg. D1-D10 Students will be learning about Solids, Liquids, and gases <b>Weekly Reader-</b> We will be learning about life in the Arctic. in spring <b>Dismiss - 3:30</b>	
<b>Math</b> <b>1:15-2:00</b> Pg. 381-382 Students will be Fractions and parts and whole 22.2 for reteach and practice. <b>Problem of the Day. Mad Minute Tests. Flash card drill addition fact. Students will solve everyday problems in math.</b>	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various stories to enhance the import. of learning writing	<b>Shared Rdg/Spell.</b> <b>Rhyme Charts/RTI</b> <b>2:30-3:00</b> Involved sharing of spelling & rhyme charts and books. Students will do a word double puzzle of list words <b>RTI - Storylineonline</b>	<b>Social Studies - Pg 66-69</b> <b>3:00-3:25</b> Students will learn about transportation and communication with other countries. <b>Dismiss - 3:30</b>	
<b>Math</b> <b>1:15-2:00</b> Pg.383-384 Students will fractions and parts and whole and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Fa</b> <b>Students will understand place value. CGI Problems</b>	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various stories to enhance the import. of learning writing	<b>Shared Rdg./Spell.</b> <b>Rhyme Charts/RTI</b> <b>2:30-3:00</b> Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary. <b>RTI-Read to Someone</b>	<b>Weekly Reader- 3:00-3:25</b> Students will learn about safety signs and how we use them. Use Promethean Board for learning about different governments and interactive flip charts. <b>Dismiss - 3:30</b>	
<b>Math</b> <b>1:15-2:00</b> Pg. 385-386 . Students will work with fractions and problem solving & daily r 22.4 Enrichment. Promet Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. fa</b> <b>using problem solving skills</b>	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various stories to enhance the import. of learning writing	<b>Shared Rdg./Spell.</b> <b>Rhyme Charts/RTI</b> <b>2:30-3:00</b> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences. <b>RTI Story Sparkers</b>	<b>Weekly Reader - 3:00-3:25</b> Students will be learning erosion and rock change and how the earth changes. We will find various traditions on the Promethean Board <b>Dismiss - 3:30</b>	
<b>Math</b> <b>1:15-2:00</b> Pg.387-388. Students will working on fractions parts and whole	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various	<b>Shared Rdg./Spell.</b> <b>Rhyme Charts/RTI</b> <b>2:30-3:00</b> <b>RTI - Word Woks</b> of spelling & rhyme	<b>Weekly Reader-3:00-3:25</b> Students will be learning about the heroes in our lives and why important Students will work	

[illegible]